INDIANA PROJECT WET



State Science Standards Correlation to Activities

Please use the following correlations of the Project WET activities to the Indiana State Science Standards for your planning needs.

Project WET provides workshops throughout the state, and they can Be designed to meet your grade level or group needs.

Correlations will be available on line at:

projectwet.IN.gov

Questions:

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FIRST GRADE

SPECIAL THANKS TO:

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Natural Resources Education Center Fort Harrison State Park 5785 Glenn Road Indianapolis, IN 46216-1066

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Project WET Activities correlated to the Indiana State Science Standards

| 3 Check It Out! Explore a variety of performance assessment strategies 7 Idea Pools Become familiar with pre-assessment strategies 9 Let's Work Together Use cooperative learning strategies 12 Water Action Propose, analyze, and implement action strategies 19 Water Log Assess student learning through a journal of portfolio 25 Adventures in Density Experiment with density and explore examples of density in classic literature 30 H2Olympics Compete in a water Olympics to investigate adhesion and cohesion 35 Hangin' Together Mimic hydrogen bonding in surface tension, ice formation, evaporation, ad solutions 43 Is There Water on Zork? Test the properties of water 47 Molecule in Motion Simulate molecular movement in water's three states 50 Water Match Match water picture cards and discover the three states of water 47 What's the Solution Solve a crime while investigating the dissolving power of water 48 What's the Solution Solve a crime while investigating the dissolving power of water 49 Aqua Bodies Estimate the amount of water in a person, a cactus, or a whale 40 Aqua Notes Sing to discover how the human body uses water 40 Let's Even Things Out Demonstrate osmosis and diffusion 41 Life Box (The) Discover the elements essential to life 42 Life in the Fast Lane Explore Temporary wetlands 43 No Bellyachers Show how pathogens are transmitted by water by playing a game of tag 44 People of the Bog Construct a classroom bog 45 People of the Bog Construct a classroom bog 46 People of the Bog Construct a classroom bog 47 Poison Pump Solve a mystery about a waterborne disease 48 People of the Bog Construct a classroom bog 49 People of the Bog Construct a classroom bog 40 Poison Pump Solve a mystery about a waterborne disease 41 Thirsty Plants Demonstrate transpiration and conduct a field study 42 Water Address Analyze clues to match organisms with water-related adaptations 43 Geptime, Store, and Release Use a household sponge to demonstrate how wetlands get wet and how they contribute to a watershed 44 Geyser Guts Demonstrate | Page | Project WET Activity | | | | | |
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| 157 Imagine! Imagine a water molecule on its water iourney | 155 | | | | | | |
| The second secon | 157 | Imagine! Imagine a water molecule on its water journey | | | | | |

| 161 | Incredible Journey (The) Simulate the movement of water through Earth's systems | | | | |
|------|--|--|--|--|--|
| 166 | Just Passing Through Mimic the movement of water down a slope | | | | |
| 171 | Old Water Create a mural that relates events to the age of Earth, water, and life | | | | |
| Page | Project WET Activity | | | | |
| 174 | Piece It Together Explore global climates and their influence on lifestyles | | | | |
| 182 | Poetic Precipitation Simulate cloud formation and express feelings toward precipitation through poetry | | | | |
| 186 | Rainy -Day Hike Explore schoolyard topography and its effect on the watershed | | | | |
| 191 | Stream Sense Develop sensory awareness of a stream | | | | |
| 196 | Thunderstorm (The) Simulate the sounds of thunderstorm and create precipitation maps | | | | |
| 201 | Water Models Construct models of the water cycle and adapt them for different biomes | | | | |
| 206 | Wet Vacation Plot data to determine weather patterns and design appealing travel brochures | | | | |
| 212 | Wetland Soils in Living Color Classify soil types using a simple color key | | | | |
| 219 | A-maze-ing Water Negotiate a maze to investigate nonpoint source pollution | | | | |
| 223 | Color Me a Watershed Interpret maps to analyze changes in a watershed | | | | |
| 232 | Common Water Demonstrate that water is a shared resource | | | | |
| 238 | Drop in the Bucket (A) Calculate the availability of fresh water on Earth | | | | |
| 242 | Energetic Water Design devices to make water do work | | | | |
| 246 | Great Water Journeys Use clues to track great water journey of plants, people, and other animals on a map | | | | |
| 254 | Irrigation Interpretation Model different irrigation systems | | | | |
| 260 | Long Haul (The) Haul water to appreciate the amount of water used daily | | | | |
| 262 | Nature Rules! Write news stories based on natural, water-related disasters | | | | |
| 267 | Sum of the Parts Demonstrate nonpoint source pollution | | | | |
| 271 | Water Meter Construct a water meter and keep track of personal water use | | | | |
| 274 | Water Works Create a web of water users | | | | |
| 279 | Where Are the Frogs Run a simulation and experiment to understand the effects of acid rain | | | | |
| 289 | AfterMath Assess economic effects of water-related disasters | | | | |
| 293 | Back to the Future Analyze streamflow data to predict floods and water shortages | | | | |
| 300 | CEO (The) Become a Chief executive Officer (CEO) and learn about business/corporate water management challenges | | | | |
| 303 | Dust Bowls and Failed Levees Witness, through literature, the effects of drought and flood on human populations | | | | |
| 307 | Every Drop Counts Identify and implement water conservation habits | | | | |
| 311 | Grave Mistake (A) Analyze data to solve a ground water mystery | | | | |
| 316 | Humpty Dumpty Simulate a restoration project by putting the pieces of an ecosystem back together | | | | |
| 322 | Macroinvertebrate Mayhem Illustrate, through a game of tag, how macroinvertebrate populations indicate water quality | | | | |
| 328 | Money Down the Drain Observe and calculate water waste from a dripping faucet | | | | |
| 333 | Price is Right (The) Analyze costs for building a water development project | | | | |
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| 338 | Pucker Effect (The) Simulate ground water testing to discover the source of contamination | | | | | |
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| 344 | Reaching Your Limits "Limbo" to learn basic water quality concepts and standards development | | | | | |
| 348 | Sparkling Water Develop strategies to clean wastewater | | | | | |
| 353 | Super Bowl Surge Develop a strategy to accommodate the demands on a wastewater treatment plant | | | | | |
| Page | Project WET Activity | | | | | |
| 360 | Wet-Work Shuffle Sequence the water careers involved in getting water to and from the home | | | | | |
| 367 | Choices and Preferences, Water Index Develop a "water index" to rank water uses | | | | | |
| 373 | Cold Cash in the Icebox Create a mini-insulator to prevent an ice cube from melting | | | | | |
| 377 | Dilemma Derby Examine differing values in resolving water resource management dilemmas | | | | | |
| 382 | Easy Street Compare quantities of water used in the late 1800s to the present | | | | | |
| 388 | Hot Water Debate water issues | | | | | |
| 392 | Pass the Jug Simulate water rights policies with a "jug" of water | | | | | |
| 397 | Perspectives Identify values to solve water management issues | | | | | |
| 400 | Water: Read All About It! Develop a Special Edition on water | | | | | |
| 403 | Water Bill of Rights Create a document to guarantee the right to clean and sustainable water resources | | | | | |
| 407 | Water Concentration Play concentration and discover how water use practices evolve | | | | | |
| 413 | Water Court Participate in a mock court to settle water quality and quantity disputes | | | | | |
| 421 | Water Crossings Simulate a water crossing and relate the historical significance of waterways | | | | | |
| 425 | What's Happening? Conduct a community water use survey | | | | | |
| 429 | Whose Problem Is It? Analyze the scope and duration of water issues to determine personal and global significance | | | | | |
| 435 | Raining Cats and Dogs Discover how water proverbs vary among culture and climates | | | | | |
| 442 | Rainstick (The) Build an instrument that imitates the sound of rain | | | | | |
| 446 | Water Celebration Organize a water celebration with activities from this guide | | | | | |
| 450 | wAteR in motion Create artwork that simulates the movement and sound of water in nature | | | | | |
| 454 | Water Message in Stone Replicate ancient rock art, creating symbols of water | | | | | |
| 457 | Water Write Explore feelings about and perception of water topics through writing exercises | | | | | |
| 460 | Wish Book Compare recreational uses of water in the late 1800s and the present | | | | | |
| <u> </u> | · | | | | | |

| | The Nature of | Scientific | The | The Living | The | Common |
|------------------------|---------------|------------|----------|-------------|--------------|--------|
| | Science and | Thinking | Physical | Environment | Mathematical | Themes |
| | Technology | 8 | Setting | | World | |
| ACTIVITY | | | | | | |
| A-Maze-ing | 1.1.2 | 1.2.7 | 1.3.4 | | | 1.6.1 |
| Water (219) | | | | | | 1.6.2 |
| Aqua Bodies | 1.1.2 | 1.2.1 | | 1.4.1 | | 1.6.1 |
| (63) | 1.1.3 | 1.2.7 | | | | |
| Branching Out! | 1.1.2 | 1.2.7 | 1.3.4 | | | 1.6.1 |
| (129) | | | | | | |
| Check It Out! | 1.1.1, 1.1.2 | 1.2.1, | 1.3.4 | 1.4.4 | 1.5.2 | 1.6.1 |
| (3) | 1.1.3, 1.1.4 | 1.2.6 | | | | 1.6.2 |
| GI I O | 4.4.4 | 1.2.7 | | | 1.5.1 | |
| Choices & | 1.1.1 | 1.2.7 | | 1.4.4 | 1.5.1 | |
| Preferences | | | | | 1.5.2 | |
| (367) | 1.1.2 | 1.0.1 | 1.2.1 | 1 4 4 | | 1.60 |
| Cold Cash in | 1.1.2 | 1.2.1 | 1.3.1 | 1.4.4 | | 1.6.2 |
| the Icebox | | 1.2.7 | | | | |
| (373) Common Water | 1.1.1, 1.1.2 | 1.2.7 | | 1.4.4 | | |
| | 1.1.4 | 1.2.7 | | 1.4.4 | | |
| (232) A Drop in the | 1.1.4 | 1.2.1 | 1.3.1 | 1.4.4 | 1.5.2 | 1.6.1 |
| Bucket (238) | 1.1.3 | 1.2.1 | 1.5.1 | 1.4.4 | 1.3.2 | 1.0.1 |
| Bucket (236) | 1.1.4 | | | | | |
| A House of | 1.1.2 | 1.2.7 | 1.3.1 | | | 1.6.2 |
| Seasons (155) | 1.1.2 | 1.2.7 | 1.3.3 | | | 1.0.2 |
| Idea Pools (7) | 1.1.2 | 1.2.7 | 1.3.3 | | 1.5.3 | 1 |
| Irrigation | 1.1.2 | 1.2.6 | | 1.4.4 | 1.5.5 | |
| Interpretation | 1.1.3 | 1.2.7 | | 1 | | |
| (254) | | | | | | |
| Let's Work | 1.1.2 | 1.2.6 | 1.3.4 | | | 1.6.2 |
| Together (9) | 1.1.4 | | | | | |
| The Long Haul | 1.1.2 | 1.2.6 | | | 1.5.2 | |
| (260) | | 1.2.7 | | | | |
| Molecules in | 1.1.1 | 1.2.6 | 1.3.1, | | | 1.6.2 |
| Motion (47) | 1.1.2 | 1.2.7 | 1.3.2 | | | |
| | | | 1.3.3 | | | |
| Pass the Jug | 1.1.2 | 1.2.6 | | 1.4.4 | | 1.6.2 |
| (392) | | | | | | |
| Poetic | 1.1.1 | 1.2.6 | 1.3.4 | 1.4.4 | | 1.6.2 |
| Precipitation | 1.1.2 | 1.2.7 | | | | |
| (182) | 1.1.3 | 126 | 1.2.2 | | 1.5.2 | 1.62 |
| Rainy-Day | 1.1.1 | 1.2.6 | 1.3.3 | | 1.5.3 | 1.6.2 |
| Hike (186) | 1.1.2 | | 1.3.4 | | | + |
| Stream Sense (191) | | | | | | |
| The | 1.1.1 | 1.2.1 | 1.3.1 | | 1.5.1 | 1.6.1 |
| Thunderstorm | 1.1.1 | 1.2.1 | 1.3.1 | | 1.5.1 | 1.0.1 |
| (196) | 1.1.2 | 1.2.7 | 1.5.7 | | 1.3.2 | |
| Water Address | 1.1.1 | 1.2.6 | 1 | 1.4.3 | | 1.6.2 |
| (122) | 1.1.1 | 1.2.0 | | 1.4.4 | | 1.0.2 |
| wAteR in | 1.1.1 | 1.2.1 | 1.3.2 | 2 | | 1.6.1 |
| moTion (450) | 1.1.2 | 1.2.6 | 1.3.4 | | | 1.0.1 |
| | 1.1.4 | 1.2.7 | 1.3.5 | | | |
| | | | | | | |
| | | 1 | 1 | 1 | | - |

| | The Nature of | Scientific | The | The Living | The | Common |
|----------------|---------------|------------|----------|-------------|--------------|--------|
| | Science and | Thinking | Physical | Environment | Mathematical | Themes |
| | Technology | | Setting | | World | |
| ACTIVITY | | | | | | |
| Water Log (19) | 1.1.1 | 1.2.6 | | 1.4.4 | | 1.6.2 |
| | | 1.2.7 | | | | |
| Water Match | 1.1.1 | 1.2.6 | 1.3.1 | | | 1.6.2 |
| (50) | 1.1.2 | | | | | |
| Water Write | 1.1.1 | 1.2.6 | 1.3.1 | 1.4.1 | | 1.6.2 |
| (457) | 1.1.2 | 1.2.7 | | | | |
| Wet-Work | 1.1.1 | 1.2.7 | | 1.4.4 | | 1.6.1 |
| Shuffle (360) | | | | | | |
| What's | 1.1.2 | 1.2.1 | | | 1.5.1 | |
| Happening? | 1.1.4 | 1.2.2 | | | 1.5.2 | |
| (425) | | 1.2.6 | | | | |

Standard 1

The Nature of Science and Technology

Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.

Scientific Inquiry

1.1.1 Observe, describe, draw, and sort objects carefully to learn about them.

WET Activities (page): 3, 19, 47, 50, 122, 182, 186, 196, 232, 360, 367, 450, 457

1.1.2 Investigate and make observations to seek answers to questions about the world, such as "In what ways do animals move?"

WET Activities (page): 3, 7, 9, 47, 50, 63, 129, 155, 182, 186, 196, 219, 232, 238, 254, 260, 373, 392, 425, 457

The Scientific Enterprise

1.1.3 Recognize that and demonstrate how people can learn much about plants and animals by observing them closely over a period of time. Recognize also that care must be taken to know the needs of living things and how to provide for them.

WET Activities (page): 3, 63, 182, 238

Technology and Science

1.1.4 Use tools, such as rulers and magnifiers, to investigate the world and make observations.

*observation: gaining information through the use of one or more of the senses, such as sight, smell, etc.

WET Activities (page): 3, 232, 238, 425, 450

Standard 2

Scientific Thinking

Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings.

Computation and Estimation

1.2.1 Use whole numbers*, up to 100, in counting, identifying, measuring, and describing objects and experiences.

WET Activities (page): 3, 63, 196, 238, 373, 425, 450

1.2.2 Use sums and differences of single digit numbers in investigations and judge the reasonableness of the answers.

WET Activities (page): 425

Communication Skills

1.2.6 Describe and compare objects in terms of number, shape, texture, size, weight, color, and motion.

WET Activities (page): 3, 9, 19, 47, 50, 12, 182, 186, 196, 254, 260, 392, 425, 450, 457

1.2.6.1 Write brief informational descriptions of a real object, person, place, or event using information from observations.

WET Activities (page): 3, 7, 19, 47, 63, 129, 155, 182, 196, 219, 232, 254, 260, 360, 367, 373, 450, 457

Standard 3

The Physical Setting

Students investigate, describe, and discuss their natural surroundings. They question why things move and change.

The Earth and the Processes That Shape It

1.3.1 Recognize and explain that water can be a liquid or a solid and can go back and forth from one form to the other. Investigate by observing that if water is turned into ice and then the ice is allowed to melt, the amount of water is the same as it was before freezing.

WET Activities (page): 47, 50, 155, 196, 238, 373, 457

1.3.2 Investigate by observing and then describing that water left in an open container disappears, but water in a closed container does not disappear.

WET Activities (page): 47, 450

Matter and Energy

1.3.3 Investigate by observing and also measuring that the sun warms the land, air, and water.

WET Activities (page): 47, 155, 186

Forces of Nature

1.3.4 Investigate by observing and then describe how things move in many different ways, such as straight, zigzag, round-and-round, and back-and-forth.

WET Activities (page): 3, 9, 129, 182, 196, 219, 450

1.3.5 Recognize that and demonstrate how things near Earth fall to the ground unless something holds them up.

WET Activities (page): 450

10

Standard 4

The Living Environment

Students ask questions about a variety of living things and everyday events that can be answered through observations. They become aware of plant and animal interaction. They consider things and processes that plants and animals need to stay alive.

Diversity of Life

1.4.1 Identify when stories give attributes to plants and animals, such as the ability to speak, that they really do not have.

WET Activities (page): 63

Interdependence of Life

1.4.2 Observe and explain that animals eat plants or other animals for food.

WET Activities (page): 122

Explain that most living things need water, food, and air. 1.4.3

WET Activities (page): 3, 14, 122, 182, 232, 238, 254, 360, 367, 373,

Standard 5

The Mathematical World

Students apply mathematics in scientific contexts. They begin to use numbers for computing, estimating, naming, measuring, and communicating specific information. They make picture graphs and recognize patterns.

Numbers

1.5.1 Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them, such as bus numbers or phone numbers.

WET Activities (page): 3, 63, 196, 238, 373, 425, 450

1.5.2 Make and use simple picture graphs to tell about observations.

WET Activities (page): 3, 196, 28, 260, 367, 425

Shapes and Symbolic Relationships

1.5.3 Observe and describe similar patterns, such as shapes, designs, and events that may show up in nature, such as honeycombs, sunflowers, or shells. See similar patterns in the things people make, such as quilts, baskets, or pottery.

WET Activities (page): 7, 186

Standard 6

Common Themes

Students begin to understand how things are similar and how they are different. They look for what changes and what does not change and make comparisons.

Models and Scale

1.6.1 Observe and describe that models, such as toys, are like the real things in some ways but different in others.

WET Activities (page): 3, 63, 129, 196, 219, 238, 360, 450

Constancy and Change

1.6.2 Observe that and describe how certain things change in some ways and stay the same in others, such as in their color, size, and weight.

WET Activities (page): 3, 9, 19, 47, 50, 122, 155, 182, 186, 219, 373, 457